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ABSTRACT

Described is an innovative program designed for rehabilitating American Indian adolescents who have committed legal offenses. As stated, goals of the program are to improve work habits, social behaviors, vocational and academic skills, leisure skills, responsibility for self, attitudes, and community participation using a system of promotion through the 4 program levels based on the point (merit) system. In the document, trainee selection, intake, and discipline are discussed, as well as the 4 levels of standing: Level IV, the incoming trainee; Level III, the honor trainee; Level II, the trainee at the moving-off center; and Level I, the trainee living on his own in Tucson, Arizona. Three tables are included: Table I illustrates the 4 levels in the areas of pay, criteria for the next level, privileges, and restrictions; Table 2 presents the camp schedule; and Table 3 is a list of consequences for negative behavior. Also included is a discussion of positive/negative feedback in terms of trainee evaluation. (MJB)

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PROGRAM DESCRIPTION

SOUTHWEST INDIAN YOUTH CENTER
P.O. BOX #2266
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MAY 1971

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The program at the Southwest Indian Youth Center has been designed for the purpose of rehabilitating Indian adolescents who have committed legal offenses. The program is not a static one, but is undergoing continual change as new ideas and more effective techniques are found. Much in the program is geared to the specific characteristics and problems of the population served; much results from, and is applicable to, any program aimed at large-scale and long-range behavioral change.

The majority of the youths at the Southwest Indian Youth Center are from reservation communities characterized by limited opportunities for social and vocational activities. Most have been reared in poverty, in broken homes, or by alcoholic parents. The problems most frequently cited are drinking, truancy, sniffing paint, and being generally uncontrollable by parents, school and community.

The specific goals of the program are behavior changes in the following areas:

1. Work Habits: Promptness, steady and quality work, safety, and care and economy with tools, materials, and equipment. Such behaviors increase the likelihood that the trainee, upon leaving the Center with a vocational skill, will keep a job once it is located for him.

2. Social behaviors: Appropriate ways of contacting others, of interacting with them, of communicating needs; such behaviors enable the trainee to adapt to, and take an appropriate role in, his job and his community.

3. Vocational and academic skills: Training such that the trainee can obtain and hold a job in the community where he desires to live.

4. Leisure Skills: Contact with recreational activities which will be available to the trainee after leaving the Center, activities which offer enjoyment and social contacts such that they can compete with the opportunities for drinking and other activities inimical to holding a steady job.

5. Responsibility for Self: The regulation and management of his own life by the trainee, the forseeing and acceptance of the consequences of his own actions.

6. Attitudes: The feelings of self-worth which are the basis of initiative and persistance, the realistic assessment of one's self and one's capabilities which enable the setting of goals and solution of problems.

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7. Community Participation: The appreciation of their heritage, and active involvement in the betterment of their communities and tribes.

The program at the Center thus aims at changes in all areas of the youths' behavior such that they may become both contributing members of their families and society, and recipients of the rewards of those institutions.

The specific techniques and procedures of the program are organized within an overall structure of Levels, each a total environment in which a trainee learns to take successively greater responsibility for himself and the direction of his own life. At each progressive Level in the program, a trainee is given a greater number of options, more freedom and thus more responsibility for his own actions. An outline summary of the four Levels is given in Table 1. The daily and weekend schedule at the Center is given in Table 2. Below, the program will be described in terms of a trainee's progress through each of the four levels in the program.

A. INTAKE

After selection and acceptance (see the section on selection procedures), a trainee is brought to the Center by a Center staff member or an official from the trainee's prior place of residence. He arrives, usually, in the late afternoon or evening, to be greeted by Center staff and one or more trainees who have been selected to show him around the Center. Either a trainee who already knows the incoming individual from his home or school, or a trainee from the same tribe, is selected to introduce a new trainee to the Center. The trainee takes the newcomer on a tour of the Center, helping him with his belongings, introducing him to staff and trainees, and explaining the program to him. Ordinarily, the trainee takes the newcomer with him to dinner in the cafeteria and to the evening's recreation. The dorm supervisor provides the trainee with bedding, lockers, and a combination lock for his possessions; he also answers any questions the new trainee may have, and reviews the program with him to assure that he understands the privileges and contingencies included within it. He explains in detail what the trainee is to do the next day, his first day in the Center.

B. LEVEL IV - THE INCOMING TRAINEE

The incoming trainee is on a total point system until he has earned 5000 points. Since points are delivered to the trainee for appropriate behaviors throughout the day by all staff members immediately and in small amounts, the trainee is assured frequent staff attention and feedback for appropriate behavior and the staff are oriented to close observation of the trainee's social and vocational skills and to frequent interaction with him. Points are delivered for participation in all aspects of the program: For production in academic and vocational training; for cooperating with dorm and vocational staff, for initiating

or maintaining social interactions with trainees and staff, for courtesy, for care of equipment and property, and for constructive use of leisure time. The average number of points earned per day is around 1200.

Points can also be removed from a trainee in order to emphasize to him the inappropriateness of such behaviors as swearing, gross discourtesy, threats, or aggression toward others. The trainee is always informed by the staff member of the reason for delivery or removal of points; this reason is recorded by that staff member along with the number of points. (The research staff of the Center tallies the points given and removed for a trainee each day in order to aid evaluation of the trainee, and inform staff concerning the extent to which the trainee is actually being given feedback by staff as to his appropriate and inappropriate behaviors. Categories of appropriate and inappropriate behaviors have been drawn up from lists of specific behaviors made up with the consensus of all staff; in addition to these lists of general behaviors, special categories are devised for a particular trainee as a result of program staffing on his particular behavior problems).

Each day the points earned by each trainee are totaled and posted. The trainee may use these points to "buy" items such as toiletries, soda pop, and edibles in the Center commissary. The points are not exchangeable for money, and those not used in the commissary on a given day are "lost". Each day, "spending points" must be earned again for the following day. In a separate category, however, each days points are accumulated for trainees on Level IV; that is, a total separate from "spending points" is kept to record the trainee's earning of the number of points required to enter the next level (as, 5000 for the incoming trainee).

As mentioned, the point system both permits and requires a very close monitoring of a trainee's behavior. In the dorm, the dorm supervisor monitors the trainee's fulfillment of dorm requirements, his initiative, cooperation, skills, and the nature of his interactions. The "rules" of the dorm are those required by the schedule (see Table 2), by the usual standards of cleanliness and care for property, and by the rights of individuals living in proximity. Thus, the Level IV trainee earns a set number of points for getting up on time, for making his bed, cleaning his area around his bed and straightening his lockers; he loses points for making noise after lights out, for threats to staff or trainees, or for destruction of property. A trainee generally earns 500 points per day in the dorm. In addition, he earns points for personal hygiene: Taking a shower, washing his clothing, etc. Other than such encouragement for cleanliness, there are no set standards for a trainee's appearance; he may wear his hair and clothing as he likes. However, trainees are encouraged to wear old clothing in their training, so they do not have to worry about paint or grease stains. Also, the trainee's personal possessions are not inventoried on his arrival, and his mail is not monitored. He is given one or more combination locks for securing his possessions.

There are, however, infrequent locker checks performed with or without the trainees permission, if staff suspect the harboring of weapons or other contraband (liquor, drugs).

Certain of the trainees are given jobs of general dorm cleanup each morning: Sweeping and mopping the common areas, cleaning the bathroom, etc. They receive extra points for these jobs. They may do them either before or after breakfast, and may volunteer for them the evening before.

At 8:00 a.m., all trainees report to the vocational areas. The trainee finds out which training area he reports to by checking the Training Assignment which is put out each day. On this sheet are listed all trainees' names, and which vocational area they are assigned to for each of the three periods (8-10 a.m., 10-12 noon; 1-4 p.m.). In addition, the schedule of evening recreational events is posted on the Training Assignment.

An incoming trainee first spends a week or so in each vocational area, sampling, so that his subsequent choice of one vocational area is based on an acquaintance with the nature, requirements, and possibilities for work in each trade. The vocational areas offered at the Center are auto mechanics, carpentry, and electricity, with some adjunct training in welding, plumbing, cooking, and typing. All trainees also spend 2-3 hours each day in academic classes, either preparing for the GED examination (if sufficiently advanced academically, and 17 or over), in high school preparation class, or in remedial education classes. Where a trainee is placed academically depends on his performance on the Standard Achievement Test, which is administered on his first day in academic class, and on his subsequent behavior on class work.

A Level IV trainee is paid 100 points per hour for satisfactory performance in vocational and academic training. Satisfactory performance means that the trainee follows instructions, works fairly steadily at a given assignment, and takes normal care for safety and property. Bonus points, over and above the 100 per hour, are given for volunteering, for taking the initiative on an assignment, for persistence, for helping others, for answering questions, for correctness, etc. In all training areas, the instructor's first goal is to teach the trainee appropriate work habits if he does not already have these. Thus an instructor may remove a number of points from a trainee for each minute he is late in arriving to class, or may give points for being on time or early. A trainee is given points for putting tools away, for observing safety procedures, for turning in completed work and for correcting any errors. Instruction is individualized and programmed: The instructions and assignments given to, and the level of performance expected of, each trainee is adjusted to that trainee's individual skill level, with the aim that a trainee experience success as often as possible during training, and that each successive step in training be gradual enough to maintain success while providing a challenge to greater effort. If necessary,

the instructor provides very basic learning tasks, as pounding nails, doing simple arithmetic, or drawing as an aid to visualization. In certain instances, he may require, and reward, a trainee for repeating back to him a set of instructions in order to verify that the trainee has understood them. Each trainee is then moved ahead in training as fast as he shows himself able to proceed.

The instructor's goals for an incoming, sampling, trainee, in addition to training work habits, are to give him jobs which are typical of the vocation, ones he would do fairly frequently if he were to choose to be trained in that area, and to give him experiences which will be profitable to him regardless of which vocational area he chooses. Thus, the trainee sampling auto mechanics learns to change a tire, and the trainee sampling electricity learns to replace an electrical plug. Each trainee is pre-tested on his knowledge of the specific vocations, and on his general vocational aptitude.

The trainee begins vocational training at 8:00 a.m., has a break from 10:00 to 10:15 a.m., and a lunch period from noon to 1:00 p.m. During both break periods, the recreation building is open, so that the trainee may purchase from the commissary there, and play pool or pinball if there is time. Having this facility open helps avoid idle gatherings of trainees on the grounds or in the dorms. The trainees return to vocational training from 1-4:00 p.m. in the afternoon.

The day's recreational activities begin at 4:00 p.m. with the opening of the recreational building and baseball or basketball practice. Dinner is from 5-6:00 p.m., and then two or more recreational activities are available in the evening. The recreation building is open for pool, pinball and weight lifting, and the Hobby Shop is open for art and craft work; there are movies once a week on Center, and there are off-Center activities such as swimming, skating and ceramics on one or more days per week. Trainees are encouraged to initiate group sports such as basketball and volleyball. As many and various recreational activities as possible are provided, first, so that each trainee may find some rewarding events in his day (in case there have been few in training), a place to exercise the skills he already has in some strength, and second, so that a trainee may learn to enjoy a variety of leisure activities, ones which may become alternatives to those leisure activities which were in many cases contributory to his being committed to the Center (as drinking, sniffing, fighting). Trainees are encouraged to participate in recreation by giving them points and by having their admission, if any, paid by the Center. However, a trainee who wishes to stay in the dorm and watch TV or listen to records may do so; a trainee who chooses to study or write letters rather than go on an outing is given points for such constructive use of his leisure time.

A third goal of recreational activities is that trainees learn more and more appropriate ways of interacting with one

another: That they learn to persuade rather than intimidate, to take a joke or criticism, as well as deliver it, that they learn to interact with persons of various races and stations, and to observe the social amenities in public, and to adapt their behavior to the requirements of different social settings. An example, guidance, and differential feedback is given to trainees by staff supervisors on outings. Praise is used to point out to the group those behaving appropriately; such observations are backed by points delivered upon return to the Center. (As few reminders of institutionalization - as point removal, criticism - are made in public as possible).

A fourth goal in recreational activities is the preservation and strengthening of the trainees' cultural awareness. Thus movies are shown, craft work is encouraged, and events and talks are scheduled which demonstrate the heritage of each of the tribes represented at the Center. Trips are taken to the various Arizona reservations for tribal and cultural events such as fairs, rodeos, exhibits, and sports events.

With the same aims, recreational activities are scheduled during the day and evening on Saturday and Sunday. It may be noted (see Table 2) that recreation follows dorm and grounds cleanup; in order to participate in the scheduled recreation, a trainee must do his share of the cleanup in his dorm and around the grounds. When all trainees take part, the cleanup does not take much longer than to serve as a reminder to trainees that it would be unnecessary if no litter were dropped between buildings. Weekend recreation includes both activities in Tucson such as drive-in movies, skating, bowling, horseback riding, rodeos, museums, craft shows, and events such as the Nah-aho-hai, and overnight journeys to reservation communities, to other metropolitan areas, and to Mexico. Again, the aims are both that the trainees learn to spend their leisure time in constructive activities so that they have enjoyable alternatives to delinquency when they leave the Center, and to broaden their experience so that they can appreciate and behave appropriately in a variety of cultural milieu. Except when they are in public school, at home, or on freetime (see below, Level III), trainees are never allowed off-Center without staff guidance and supervision, so that their behavior is continually monitored, and they are directed toward and rewarded for appropriate social behavior.

Dorm and Center life is also used extensively as a setting for learning appropriate social behavior (see the section on Dorm Life). Particularly when at Level IV, a trainee's social interactions are closely observed, and he is given immediate feedback via points about their appropriateness. The open dorm is especially conducive to both close supervision and frequency of interaction. The handling of specific social interactions is described in the section on Dorm Life; the general aim is for a trainee at Level IV both to learn appropriate ways of handling approaches, both positive and negative, from other trainees, and to accommodate his own desires and impulses to the needs of the group.

It may be seen that the 7-hour, 5-day week, with weekend recreation, is not only necessitated by staff schedules, but is an approximation to the schedule which a trainee should follow on release from the Center into the community. Likewise, the artificial nature of a point system is recognized, and the program is designed to fade out such a system in order to return a trainee to more natural consequences as early as possible. After the initial incoming stage of Level IV - which is brief, since 5000 points are easily accumulated within 4-5 days (Level IV serves as a baseline period for an incoming trainee) - a trainee returns to the point system only if he gets in difficulty; such a return to the point system has many punishing aspects for the trainee (and is intended to have - see the section on Discipline).

C. LEVEL III - THE HONOR TRAINEE

In normal progress through the Center program, a trainee spends the majority of his time on Level III, in training at the Center. He attains Level III upon accumulating 5000 points as an incoming, Level IV trainee. His daily schedule as an Honor trainee is, except for the time of lights out, the same as that described for the Level IV trainee: Breakfast, dorm jobs, vocational and academic training, and recreation (see Table 2). On Level III, however, he moves into a semi-private room with a trainee of his choice; he may paint and decorate his room according to his (and his roomate's) desires; there is a color TV and a stereo system available in the lounge area of his dorm. At the same time, he retains the benefits of Level IV: he may enter the open Level IV dorm at any time prior to lights out there (whereas the Level IV trainee is fined 2500 points for each entry into an Honor dorm), and he continues to earn points for spending in the commissary.

For Level III trainees, however, points are delivered primarily to maintain the more or less routine appropriate social and vocational behaviors which the trainee demonstrated at Level IV. Points are given a trainee for getting up on time, making his bed and cleaning his room, for satisfactory performance in training, and for good work habits. In addition, bonus points are given to specific trainees for specific behaviors which need strengthening in that trainee. For instance, one trainee may be given bonus points for error-free academic work, another for personal cleanliness, another for moderating his language; a third may receive bonus points for all three, if he shows deficits in all three areas. Thus, except for certain behavioral areas judged to be problematic for a given trainee, staff monitoring of a trainee's behavior becomes much less close and immediate once the trainee reaches Level III.

A trainee is given, instead, more delayed and less specific feedback concerning his social behavior in the form of a daily evaluation; this brings him one step closer to the conditions of subtle feedback which will probably prevail when he leaves the Center. The evaluation is in terms of whether Center staff found that trainee's behavior appropriate that day, yes, or no.

While points may be used to give a trainee at Level III feedback about relatively minor and routine appropriate and inappropriate social behaviors, the Yes or No is intended to give feedback about serious, important or generalized social behaviors, ones which would, outside the Center, lead to the trainee being socially ostracized if engaged in frequently, or ones which indicate maturity and progress toward release from the Center (see Appendix for more detail). For example, a trainee might lose points for an offensive remark made on Center (depending on the composition of the group in which the remark was made), and be told immediately that points had been removed; for an offensive remark made in mixed company in Tucson the trainee would receive a No on the next dayś' evaluation. A staff member might or might not inform the trainee of the No at the time of the incident, depending on the company present and the proximity of the staff member to the trainee. On the next day's evaluation, the reason for the No would be cited (as, for instance, "rude in public"); it would then be up to the trainee to ask someone or recall the specific incident. Bringing about such self-awareness, even though belated, is another purpose of the evaluation sheet.

If a Level III trainee receives 5 No's on the evaluation sheet within one week's time, he returns to Level IV, where he must earn 10,000 points before regaining Level III. The trainee is given the additional number of points to earn because it is assumed that he is in need of more immediate feedback on his behavior for a longer time than he was given while previously on Level IV. The additional number of points also serves to give the return to Level IV aversive properties, such that a trainee may adapt his behavior in order to avoid return. When given 5 No's, a trainee does have the right to appeal; each No must have a reason specified and made public, and all 5 cannot be from the same person for the same event. A trainee returned to Level IV by 5 No's in a week, may be required to earn a given number of the required 10,000 points for the particular behavior which brought him the 5 No's, as for instance, he must earn a set number of points per day for dorm work (if it is this lack which returned him), or for cooperation when requested to do a task, or for polite responses and requests.

The Level III trainee receives his pay in money (rather than points, as at Level IV): Each day he is paid 50¢ if he gets no No's on the evaluation, plus 20¢ for each Yes he earns. From the base of 50¢ he loses 40¢ for each No he earns. (Thus, if he earns two No's in a day, his other pay is docked). He receives a maximum of $2.00 each day in vocational and academic training: 25¢ each hour of the 7, with a 25¢ bonus if he receives full pay all 7 hours. Pay in money is given by the instructor for satisfactory performance on the same basis that he gives points. The criteria in training are unchanged, whether a trainee is on points or is paid in money: Programming of learning experiences, an individualized curriculum, and immediate feedback are arranged for all trainees.

Unlike the Level IV trainee, the Level III trainee is paid

(50¢) in money for cleaning the common areas of the Honor dorm (halls, bathroom, TV room); he is also paid for doing Center jobs after training hours, such as cleaning buildings or answering the telephone during staff meetings. He may add further to his income by taking an off-Center job, if one can be found. The trainee is not paid in cash, but each day's earnings are credited to his Center account, from which he can withdraw money for personal shopping or other expenses. (Trainees do not pay for room and board as long as they are in training).

Other privileges open to the Level III trainee are freetime and home visits. On freetime a trainee may go into Tucson independently of a group or a staff supervisor. He must sign up for freetime on Monday of a given week, he must fill out an agenda stating where he intends to go, what he intends to do, and where and when during the same evening he will be picked up by a driver from the Center. Failure to meet his stated agenda results in a return to Level IV, plus other consequences (see Table 3 and the section on Discipline). A trainee is limited to one evening per week of freetime. Freetime in Tucson is designed to test a trainee's ability to take responsibility for himself in an unsupervised situation; since the trainee must select his own entertainment and companions, an evening of freetime is an approximation to the conditions in which the trainee must function upon leaving the Center. A trainee is required to complete four successful freetimes (i.e., on-time return, completion of agenda, with no drinking or other difficulty) prior to making a home visit. In order to make a visit home, the trainee must again make an agenda, which is sent to his parents for them to sign as permission for him to come home. The trainee pays his own bus fare, and must go and return at times such that he does not miss any of his vocational training (i.e., only for a weekend or during a vacation period). A check is made with parents and probation personnel on whether the trainee complies with his stated agenda.

Like the Level IV trainee, the Honor trainee is encouraged to take part in a variety of on and off Center recreational activities, in order that he learn to enjoy many alternatives to delinquency. He is offered many cultural outlets and experiences in order that he appreciate his heritage and take pride in his person and tribe. In addition, at Level III, he has the opportunity to participate in tribal affairs through accompanying a staff member on speaking engagements on or near his home community.

The Level III trainee also begins to share in the direction of Center affairs and policies by taking part in the trainee committees and/or being elected to the Dorm Council. A trainee committee selects, with staff suggestions, each weekends' recreation; this committee decides also what the restrictions or controls will be, if needed on an outing. Any Level III trainee may sit on this committee. The Dorm Council consists of four trainees elected by the trainees in the Honor dorm to represent them at staff meetings, to intercede for them, and to help the staff dorm supervisor manage

the dorm. The purpose of these occasions of organized trainee participation in Center affairs is to give the trainee experience with working at democracy; they are given a share commensurate with their ability to deal with both the problems and rewards of democracy, and encouraged to accept an ever greater role, in preparation for participating in the democratic processes of their home community and tribe.

D. LEVEL II - MOVING OFF-CENTER

A trainee attains Level II when he has satisfied the criteria for promotion to that Level (see Table 1). These criteria are both social and vocational. The trainee must have progressed far enough in his training so that potentially successful placement can be found for him, either on a job, in further training in another facility (as a Skill Center) or in school in Tucson. His social behavior must be such that he receives very few No's for offensive or disruptive social behavior; his maturity must be such that he receives frequent Yes evaluations for dependability, consideration of others, persistence, and self-control. He must have demonstrated his ability to take responsibility for himself in returning regularly on time from freetime, and on several occasions, at least, from a home visit. He must show himself able to plan and handle his money both in spending and saving; he must participate in Center affairs, at least to the extent of caring for his dorm, if not by taking part in trainee committees or on the Dorm Council. He must have shown that he has a variety of recreational skills and options for leisure. He must have some feeling for his community and tribe, even if he has not yet had opportunity to take part in his tribal affairs, or if he is not by personality a public leader.

The criteria of responsibility for self and of advancement in training are crucial; the precise extent of manifestation of the other criteria depends on the personal characteristics and future plans of the individual trainee. As long as he has demonstrated that he can do gainful and consistent work, vocational or academic, and that he can take responsibility for the direction of his own affairs, he can attain Level II.

A trainee on Level II moves from the Center into Tucson as soon as satisfactory living arrangements can be made for him there. This is either in a Center-staffed halfway house where he has a room of his own, or in a room with a family, or in a separate apartment. Until then, the trainee continues to live at the Center and be paid in the same way as a Level III trainee; his only privileges are that he no longer earns points, but is given a flat 1000 points (the commissary spending limit) each day, that he can go on freetime as many nights of the week as he wishes, and no agenda is required either for freetime or for a home visit.

All trainees must live in Tucson, however, before attaining Level I. Through living in Tucson, the trainee learns, if he does not already know, how to manage economically: To pay the rent and utility bills, to budget, to buy and prepare his own meals, to

obtain necessary household items, to use public transportation facilities, etc. The Level II trainee living in Tucson is paid $25.00 once weekly. He is given no points, and must spend money for commissary items when visiting the Center. He is given no Yes-No evaluation, for he is expected to respond to the more subtle cues of the everyday world concerning his social behavior. Living in Tucson, he can select and arrange his own recreation during the week and on weekends. He may also take part in Center-arranged recreational activities in Tucson, and is encouraged to visit the Center as often as he wishes, to take part in activities there and interact with other trainees at the lower levels.

A Center staff member either makes frequent visits to a trainee living in an apartment or home in Tucson, or resides in the Halfway House where the trainee lives. This staff member of course monitors the trainee's behavior in order that the degree to which he is taking responsibility for himself, and his readiness for Level I, may be evaluated. This staff member places no restrictions on the trainee, however: The trainee is "on his own"; if he gets into trouble or otherwise shows that he cannot handle the responsibilities of Level II, he is returned to living at the Center, at Level III. The Center staff member's relation to the Level II trainee is one of helping and giving guidance. The rules of the Halfway House are made and enforced by the trainees living there; the staff member can advise and arbitrate if requested to do so. He helps the trainees with mundane problems, as payment of bills, transportation or opening a bank account. He listens, and helps if he can, to personal problems, and problems with recreation or schoolwork. His function is as a resource person to self-maintaining young adults, a friend and counselor rather than a disciplinarian.

E. LEVEL I

When a trainee has shown, by living on his own in Tucson, that he can manage himself and his affairs, when he has completed sufficient training, and when a job, further training, or further schooling, has been located for him, he moves to Level I, into the community in which he will live for at least the next year or so. At this point, he has demonstrated that he can select appropriate companions and leisure activities. He has shown the ability to plan his work/recreation schedule, to budget his income, to shop for food and clothing, to make inquiries and arrangements for transportation and housing needs. He has demonstrated that he can get to school or work on time, regularly, and that he can fulfill the requirements there. He has helped plan his immediate future: Where he will live and what he will do. No strictures are placed on the trainee in this planning, but he has had considerable guidance and encouragement in realistic thinking.

During his stay at the Center and in Tucson, he has been encouraged and aided in learning to understand, profit from, and behave appropriately in both Indian and non-Indian environments, such that on departure from the Center he can make an educated decision about how much, and what part, of his life he wants to

spend in each environment. He may elect to return to his reservation to live and work; he may elect to live and work in a major city; or he may elect to live on his reservation and work in a city. Whatever his decision, a trainee is placed, at least the first year, within frequent visiting distance of his family.

In many cases, a trainee will return to live at home and attend school in his community; these are trainees who have succeeded in public school in Tucson. There are trainees, however, who cannot return to live at home because home is, for them, either non-existent or too disorganized; they will move into another family in their community, into a boarding school, or into independent status, if old enough. Working trainees are encouraged to continue their schooling and supported in doing so; those old enough will usually have passed or soon will pass the GED examination. Job placement or further training is located for all Level I trainees who have completed vocational training at the Center; generally, a temporary work situation is found for them in Tucson prior to their gaining Level I, so that they have had actual job experience and their performance has been evaluated. Placement is found for the trainee in or very near both the locale he prefers to work in, and his home community.

The Level I trainee living in the community of his choice is visited by Center staff in order that they may help and encourage him. He is encouraged also to contact the Center both in the event of problems and simply to communicate socially. His progress in his job and community is monitored via his work records, his participation in community affairs, and police and tribal records. His final release should come after a number of months of successful participation in his community and occupation.

F. DISCIPLINE

The program at the Center, for all levels, is geared as much as possible toward positive feedback and positive consequences. All these positives, however, must be earned by the trainee: Points to spend in the commissary, money for training and jobs, access to recreation, freetime in Tucson, home visits, progress to the next Level and its greater freedoms. The trainee is notified of his attainments, first, on Level IV, by the posting of his daily accumulation of points toward promotion to Level III, and second on Level III, by the daily recording of full pay, points, and Yes-No evaluations earned, and by the earning of Certificates of Achievement. A trainee earns a Certificate of Achievement when he has accumulated (see Table 1): (1) A given number of full days pay for satisfactory performance in training; (2) A given number of academic and vocational tests of his progress; (3) A given number of Yes evaluations for specific behaviors indicative of maturity (combined with few No's for immature social behavior), (4) Has maintained a given point total indicative of his regular care of his room and performance on the job; (5) Has completed a number of successful freetimes and home vists, and (6) Has performed a number of dorm and Center jobs. Two such Certificates of Achievement bring a trainee into staff evaluation for promotion to Level II.

In addition to these formal indicators of a trainee's receipt of positive consequences, of the tangible rewards available at the Center, a trainee is given frequent verbal feedback and social consequences. His good behavior in social situations and his successes in training are commented on by staff, he is praised and complimented to the degree and in the manner acceptable to him and appropriate to his personality and achievements. All staff, administrators, instructors, and dorm personnel, are at all times available to him for encouragement and counseling, formal or informal. All staff are alert also to the incidence of problems on the part of a trainee or among trainees, to changes in mood, and to occurrences in a trainee's community which may have bearing on his attitude at the Center. There are no formal counseling sessions held at the Center: No trainee is put in a situation demanding the revelation of his feelings. Rather all Center staff are available, so that he may find a person with whom he feels secure and congenial and build a relationship with that person. If a non-professional staff member needs help in counseling a given trainee, professional psychologists are available for him to consult. If a professional staff member needs nelp in understanding a cultural problem or a training problem, instructors, and Indian staff, often of the trainee's own tribe, are available for consultation.

The giving of positive feedback to a trainee about himself and his behavior, like the programming of successful experiences in training, is aimed at helping the trainee develop a realistic and positive image of himself and his capabilities. As he experiences success in his training and in his social relationships, he comes to see himself as successful, to gain in the desire and ability to meet challenge, and thus to expand his life's horizons realistically. Seeing himself as capable, he is less likely to accept urges to inappropriate behavior. Thus the emphasis on positive feedback has a preventive function: To keep trainees occupied in appropriate and constructive behaviors and activities. Staff attention is regular, so that inappropriate bids for attention are minimized. Staff monitoring is such that conflict situations are as often as possible resolved before two trainees have exhausted all their verbal resources and resort to blows. Similarly, the variety of recreational activities is designed to provide outlets for the range of trainee interests, such that each trainee may be constructively and satisfyingly occupied. The goal is that a trainee be neither so bored nor so defeated as to need the oblivious escape provided through sniffing or drinking.

Mis-behavior does occur, as is to be expected from trainees with histories and habits of recurrent delinquency. Mis-behavior is punished, primarily by the withdrawal of the privileges or rewards which the appropriate behavior would have earned (see Table 4). A trainee who does not go to training, or whose performance in training is unsatisfactory, has points or pay withheld. If he is late, for instance, he may lose points; if he is an hour late, however, he loses an hour's pay. If he performs an assignment carelessly, he loses points; if he refuses to complete it, he loses pay. The dorm supervisor informs trainees when it is time to go to training in the morning, and of the consequences of not doing so, but he does not force them to go:

The trainee may decide to take the consequences (to lose the rewards and privileges available) for not going to training. This is a form of accepting responsibility for himself, contacting and accepting the consequences of his own behavior.

Points and pay are withheld for failure to perform satisfactorily in training; points may be withdrawn for inappropriate social behavior such as swearing and discourtesy. For gross social mis-conduct, punishment is levied: A No evaluation is given. Each "no" results in the withdrawal of 40¢ from the 50¢ the trainee would normally receive that day; 5 No's in a week result in the withdrawal of all the privileges of Level III (i.e., return to Level IV). In general, points are withdrawn from a trainee in order to give him feedback about behaviors which he may or may not be conscious of as inappropriate; No's are given, in general, for grossly inappropriate behaviors, breaking the rules, or other actions which the trainee may reasonably be expected to have learned are not socially acceptable.

As can be seen in Table 4, the majority of penalties (withdrawal of rewards and privileges) are levied for behaviors indicative of irresponsibility. A trainee who consistently (as, every day of the week) fails to care for his room, or for common property, loses the privilege of living in such a room and using such property, via the accumulation of 5 No's. A trainee who does not take responsibility for getting to his training and completing his work there, loses both money for personal spending and the privileges of being taken to and returned from Tucson by Center staff for freetime, and of the Center's paying his admission to recreational events on weekends. A trainee who fails to abide by his written agenda for freetime loses the Honor status (Level III) indicative of his trustworthiness.

In addition, a trainee who breaks his agenda or fails to return on time from freetime must post a $15 bond before going on freetime again. The bond is his guarantee (and his incentive) that he will take responsibility for himself on his freetime. If he fulfills his agenda, his bond is returned; if he fails to return from freetime as arranged, he sacrifices his bond, must post another (incremented by $15 each time it is sacrificed), and, before going alone on freetime again, must go three times with a staff member who can help him and give him feedback concerning appropriate activities and behaviors on freetime. A trainee who fails to meet the staff car at the pre-arranged (on his agenda) pickup point must pay $15.00 (the standard taxi fare from Tucson to the Center) for a special trip made to pick him up. His reason for being late determines whether he is also liable for the other penalties, as bond and return to Level IV.

All trainees must successfully complete four freetimes in Tucson in order to be eligible for a visit home. By satisfying this requirement, a trainee demonstrates that he is able to behave appropriately and engage in leisure activities other than those which may have gotten him into trouble at home previously. Some generalization is hoped for from his behavior during freetime in

Tucson to his behavior on a home visit. Failure to return at the agreed time from a home visit results in a fine of $10.00 for each day absent from training without Center permission. (As with freetime, a trainee can telephone for an extension of time or to change a time or place; if such change is agreed on, he is not liable for a fine or bond). The trainee also must post a bond equal to his fine (limit $50.00) before going home on a visit again. He sacrifices his bond only if he fails to return on schedule.

For failure to take responsibility for his on-time return from home and from freetime, a trainee must post bond; whether he also returns to Level IV depends on whether he got into trouble while away from the Center. (The return to Level IV is considered a more punishing consequence than the posting of bond for a trainee who has been getting full pay and thus has money in his Center account). If a trainee was arrested for any reason, if he got drunk, was involved in violence or sniffing, he is returned to Level IV. These are offenses which, if committed on Center, also result in return to Level IV. The mere possession of contraband (intoxicants, toxic sniffing substances) or presence in a room where contraband is in use, returns a trainee to Level IV. Mere possession of a weapon brings a fine of $10.00; fighting with another trainee brings a fine of $15.00 and the possibility of return to Level IV. These are heavy penalties; they are intentionally heavy so that a trainee will avoid them. Another behavior heavily penalized is running away: A trainee who runs away from the Center or a Center outing must post bond ($15.00 or increments thereof) before going off-Center again, must pay return transportation ($15 from Tucson, $20 from any point beyond), is returned to Level IV, and restricted to the Center for the duration of his time on Level IV. The heavy penalty for running away is due to the fact that though the Center is in fact a detention facility for court committed youths, it is an open facility: There are no gates or guards to prevent runaways. Though rewards are programmed for the trainees in order that they may want to stay, and the whereabouts of the trainees are noted at least every hour, the ultimate responsibility for remaining at the Center, even in times of personal distress, must be borne by the trainee himself. Also, if he runs away, he removes himself from any help which might be given him by the Center.

It may be seen that the severity of the penalty levied is, on the one hand, determined by the severity of the offense in terms of the Center and its program. The serious offenses are running away (for the reasons mentioned above), the use of contraband, and violence. Approximations to violence such as possession of weapons are punished, as are low level offenses such as fist fighting even in play. This is because of the dangers involved to others in permitting violence in any form (trainees may participate in boxing matches, however), and because many of the particular group of trainees at the Center especially need to learn other ways to settle interpersonal difficulties and vent their frustrations.

When a trainee returns to Level IV, he must earn a minimum of 10,000 points in order to regain Level III; the number of points to be earned increases with the seriousness of the offense or with its repetition. For example, a first runaway draws a $15.00 bond and 10,000 points with restriction to the Center; a second runaway, sacrifice of the $15 bond, posting of a $30 bond, 20,000 points to earn before return to Level III, again with restriction to the Center; a third offense draws a $45 bond, and 30,000 points to be earned. A fourth offense draws lock-up (see below) plus the bond and point total to be earned which were levied for the third offense. Penalties greater than those assessed for the third offense are levied only in exceptional circumstances; to place nearly all the incentives available at the Center (money, freetime, off-Center recreation, etc.) at such a large distance from the trainee, in terms of the point total he must earn in order to regain them, is more likely to be defeating to him than effective as a deterrent from future offenses. It also removes the trainee from the aims of the program in terms of responsibility for money, for freetime, and for the learning of leisure activities. Therefore, the heavier punishment of temporary lock-up is used after the third offense.

Use of contraband (liquor, paint, glue, gas, drugs) not only frequently leads to the emission of violent behavior, but is physically harmful to the user. It also has rewarding properties which are difficult to compete with (see further below). Thus the full range of penalties are assessed for these behaviors (running away, violence, use of contraband): The trainee is fined, restricted to the Center, returned to Level IV, and must post bond. In the case of repeated offenses, the trainee may even be locked up. (No corporal punishment is inflicted, ever, at the Center; violence is prohibited to staff, as well as trainees). A trainee who is intoxicated, who is violent, or who has repeatedly run away, is locked up in a large empty room until such time as he is sober, non-violent, and ready to comply with Center rules. He is fed 3 meals a day of high-protein cereal with milk and sugar and released to use the toilet several times a day. His willingness to comply with Center rules is tested by leaving him in the lockup situation with the door open and his verbal guarantee that he will not leave. Again, the lockup, the Center's severest punishment, is used only when a trainee is a danger to himself or others, or when he has repeatedly run away.

These penalties have been assessed with the hope that a trainee will consider the nature and consequences of his acts before he commits them. The punishment thus serves not only (hopefully) to prevent the act, but to compete with the rewarding properties of the act. For a trainee with a history of intoxication or sniffing, the state of oblivion induced can be very rewarding, as can the release of pent up hostility, and the escape from the demands of Center living. Particularly, however, this is true of a home visit: The monetary values involved in heavy fines and bonds are intended to compete with the high rewards of remaining at home, once there. On a much lesser level, the same is true of the loss of pay and the necessity of paying for meals and

recreation; they are intended to compete with the rewarding properties of lying in bed all day.

Thus the severity of the penalty may be seen to be in relation to the magnitude of the reward, or the danger to others. Similarly, the rewards available at the Center may be seen as chained together, with the greatest reward (a home visit) resulting from assumption of a rather extended series of responsibilities. The least rewarding events, recurring recreational activities and buying in the commissary, are earned by a trainee who gets a full day of pay, does his share in the dorm and maintains a minimum of acceptable social behavior. For five days of such behavior a Level III trainee may spend an unsupervised evening in Tucson. And for four such evenings successfully completed, the trainee may spend a weekend with his family in his home community.

Failure to meet these requirements does not prevent the trainee from attaining them; it only postpones them. Failure to fulfill the responsibilities of freetime or a home visit may return the trainee to Level IV, but it does not prevent his regaining Level III. A trainee who tries and fails receives no recriminations, he goes back and is encouraged and helped to try again. Learning to accept responsibility is a gradual process, wherein missteps may also be expected. The faster a trainee learns (or the more training he has behind him when he arrives at the Center), the sooner he completes the program at the Center. Each individual progresses through the program according to his individual capabilities and efforts. The program is designed to help him assume ever more responsibility, first for himself, then for others, and finally for his tribe and society.

TABLE 1

LEVEL	PAY IN	CRITERIA FOR NEXT LEVEL	PRIVILEGES	RESTRICTIONS
Level IV The incoming trainee entering as negative consequences.	Points	5,000 pts. if 1st time 10,000 or more if returned to Level IV.	All recreational activities, if not on restriction TV & Record player in open dorm May spend earned pts. in commissary	May not enter Honor Dorm (2,500 pt. fine Not eligible fo freetime
LEVEL III The Honor Trainee in training	Money	Attain a certain level of proficiency in training Few "no's on daily evaluation, those only for room condition or wake-up, no offensive behavior On time return from home visit - regular (at least 3 in succession) Participation in Center affairs; jobs, committees, councils Participation in community Demonstration of responsibility with money, on an off Center job, etc.	Room with one other trainee Color TV; stereo system Can take freetime Can earn and spend points in commissary Can go on home visit May enter Level IV dorm All recreational activities	Freetime limite to once per wee Must sign up on Monday, make agenda Must have 4 successful (on time return) freetimes befor taking home vis Level IV dorm off limits afte 10:30 p.m.
LEVEL II Limited Supervision Moving out from Center	Money	Completion of training Location of job or school Manage own affairs in off-Center living	Same as Level III without restrictions-automatic 1000 pts. for commissary spending Can live off-Center in own room. When living in Tucson, no pts. or evaluation; spend money in commissary	
LEVEL I Self-sufficiency--Follow up in community		Responsibility, financial & social for self	Release	

Home Visit Four successful freetimes result in an opportunity for a home visit.	Does not return on time from home visit	Pays transportation if brought. Must post bond ($10 per day late up to $50). Fine of $10 for each day late.
	Gets in trouble while at home.	Return to point system or Level III.
Runs away from Center or event.	Sacrifice Bond.	Must post bond to go off Center; sacrifice bond if already posted Must pay transportation ($15 local; $20 beyond). Return to point system, restriction Lock up
Possession of contraband: weapons, intoxicants, sniffing substances		Fine ($10) Return to point system, restriction
Violence to others		Return to point system Lock up

TABLE 2

CAMP SCHEDULE

Weekdays

6:30	Wake-up
6:30 - 7:15	Breakfast
7:00 - 8:00	Dorm clean-up
8:00 - 10:00	1st period
10:00 - 10:15	Coffee break
10:15 - 12:00	2nd period
12:00 - 1:00	Lunch
1:00 - 4:00	3rd period
4:00 - 5:00	Recreation
	High school study hours
5:00 - 6:00	Supper
6:00 - 10:30	Recreation
10:30	Lights out for Santa Rita
	TV off for Santa Rita
11:00	Lights out for Honor Dorms
	Radio and music off for Santa Rita
12:00	TV off for Honor Dorms
	Soft music may remain on all nite

Weekends

9:30	Wake-up
9:30 - 10:00	Breakfast
	Church
10:00 - 11:00	Dorm Cleanup
11:00 - 12:00	Grounds cleanup
12:30 - 1:00	Lunch
1:00 - 5:00	Recreation
5:30 - 6:30	Supper
6:00 - 12:00	Recreation (Friday and Saturday nights)
	Lights out Sunday Night
	Lights out time remains the same for Santa Rita

TABLE OF CONSEQUENCES - NEGATIVE - TABLE 3

WORK:		
Does not go to training	Does not get full pay. Pays for meals that day if he wants to eat.	Does not go on freetime. Pays own way on weekend recreational events.
Does not work, participate follow directions, pay attention; disruptive, careless work, late, leaves area	Does not get full pay.	Does not go on freetime. Pays own way on weekend recreational events.
	Loss of points.	Does not buy commissary items. Delays Honor Status if on points.
SOCIAL BEHAVIOR		
Swearing, abusive, fighting, threatening, discourteous, inconsiderate, rude.	Loss of points.	Does not buy commissary items. Delays Honor Status if on points.
	"No" Evaluation	Five "No" evaluations within one week result in return to point system. If on points each NO after 5 results in 1000 point loss.
RESPONSIBILITY		
Does not do dorm work, clean area, make bed; does not do Center work; abuses Center property.	Loss of Points	Does not buy commissary items. Delays Honor Status if on points.
	"No" Evaluation	Five "No" evaluations within one week result in return to point system. If on points each NO after 5 results in 1000 point loss.
Freetime		
Four successful freetimes result in an opportunity for a home visit.	Does not return on time from freetime, or breaks agenda. Sacrifice bond.	Must post bond; sacrifice bond if one already posted. Must pay transportation to Center: $15.00 Bond to be posted increases $15.00 each occasion sacrificed. Must go on 3 freetimes with a staff member.

POSITIVE/NEGATIVE FEEDBACK - POINTS AND EVALUATION

A. POINTS

Points should be given or removed in order to give a trainee immediate feedback about more or less routine behaviors.

1. Point Giving

Point giving may be seen as a staff member putting emphasis on a "Do" - giving a trainee feedback that the staff member appreciates what the trainee just did, and would like him to do that more often. The number of points given depends on how much the staff member appreciates seeing the behavior from that trainee, and on how much a given trainee needs feedback that certain behaviors are more appropriate from him than others. Thus some trainees may be more heavily rewarded for courtesy and pleasantness than others. Points should be given for behaviors such as courtesy, care of property, sustained attention and work on the job, doing a job well, cooperation, etc.

2. Point Removal

Point removal may be seen as a staff member putting emphasis on a "Don't" - giving a trainee feedback that his behavior is inappropriate, that he is doing something which he should not do - but something which is not very serious in terms of himself or society. The number of points removed depends on how relatively serious the behavior is - as, one swear word as opposed to a whole series. Thus, points should be removed for behaviors such as swearing, discourtesy, being late, playing around on the job, verbal threats, carelessness with property, etc.

Points can be used by a trainee only for buying in the commissary. There is a 1000 point limit in the commissary, so that points over this number are really useful only to a trainee who is accumulating them in order to get out of Santa Rita dorm (except that a trainee usually does not know exactly how many points he is accumulating during any given day). Normally, a trainee should get about 300 points from doing his dorm jobs (cleaning his room, etc.) and about 700 points in his training. This is roughly 100 points per hour in training if his behavior is appropriate. It is important to name the behavior for the trainee when the points are given or removed, so that he knows which behavior the staff member would like him to continue or discontinue. It is also important to maintain a ratio of at least 5 points given to each 1 taken away: to let a trainee know specifically

what the desired behaviors are when he emits them much more often than he is informed what his undesired behaviors are. This requires a staff member to look for, and name, positive behaviors on the part of a trainee much more often than negative ones.

B. **YES/NO EVALUATION**

YESes and NOs should be given in order to give a trainee feedback about important and serious behaviors.

1. YES

Giving a YES may be seen as a staff member giving a feedback that a behavior is one which will contribute to his success in the job world, in his community and in his release from the Center. That is, a YES should be given for behavior which is evidence of maturity and self responsibility. For example, a YES should be given for such behaviors as persistence in the face of difficulty, self-control when angered, taking initiative on the job, or taking responsibility for self or others.

2. NO

Giving a NO may be seen as a staff member giving a trainee feedback that a behavior is one which would lead the trainee to being ostracized by society, summarily fired from a job, or one which would lose him the respect of his community. Thus, a single NO should be given for such behaviors as gross discourtesy in public, walking off the job, willful destruction of property, deliberate disobedience or falsehood, breaking the law, etc.

It is important that YESes (like NOs) not be given on a routine basis, or they lose their meaning and do not distinguish between those trainees who are really trying, moving forward in the program, and those who are simply hanging in there, coasting along. A staff member should avoid giving more than one YES or NO for a single event. In the case of a serious or significant event, a second person should be notified, so that that person can also give a YES or a NO for the specific behavior. Generally, a single YES or NO will be recorded (and paid for) on the evaluation for one given reason.

A trainee will be paid for the number of YESes and NOs he receives each day:

a. The base rate is 50¢ - for a trainee who receives neither a YES nor a NO on a given day- one who has done nothing either very good or

very bad that day. Thus a staff member is able to give a trainee a neutral evaluation, a simple "he was OK", by making no comment on the evaluation sheet for that trainee.

b. For each YES, a trainee is paid 20¢ over and above the base of 50¢, so that with one YES a trainee will earn 70¢ that day, with 2 YESes he will earn 90¢, etc. In order for the YES to count, a specific reason must be given (similar to the procedure for giving a NO), as "YES - couldn't get a bolt out, but stuck with it until he did". Non-specific comments such as "YES - good worker", or "YES - good behavior" will not count for pay.

c. For each NO, a trainee loses 40¢ from the base of 50¢ - and he can lose beyond zero, so that if he receives 8 NOs, for example, his pay would be docked $2.70. In order to count, a specific reason must be given for the NO, saying what the inappropriate behavior was.

Each staff member will receive a YES/NO sheet in his mailbox (or folder) each day. If you wish to turn in a YES or a NO on a trainee, note it on the form and put the form in the mailbox of Hart or Sherman. If you do not use the form on a day, please leave it in your mailbox; you will get another form whenever you do turn in the first one. Extra forms are available from Betty or George.